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ABSTRACT

This study sought to ascertain the extent to which professional reading teachers participate in the decision-making processes that affect various aspects of their programs. Questionnaires were returned by 74 high school teachers (59%) and 67 college teachers (53%). Responses indicated that a much higher percent of both high school and college reading teachers were involved in the decision-making process than in previous years. This was attributed to negotiations in which teachers at both levels have been heavily involved. One exception to teacher involvement occured in regard to determining the limits of student behavior (attendence, punctuality, and makeup work); almost universally, administrators devise the regulations in this area. (Author/AA)

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PROFESSIONAL READING TEACHERS IN BUREAUCRATIC ORGANIZATIONS

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ABSTRACT

The problem of this study was to ascertain the extent to which the professional reading teacher participates in the decision-making process relative to certain aspects of their programs. A Likert-Type Questionnaire was mailed to 250 reading teachers in High Schools and Colleges in ten states and a return of seventy-four or 59 per cent was received from High School teachers and sixty-seven or 53 per cent was received from college reading teachers.

Major questions asked included the following:

1. To what degree do you perceive yourself as being involved in the development of academic policy for the reading program as regards course and skills to be included?

2. To what extent do you perceive yourself as being involved in the determination of the limits of student behavior as relates to attendance, punctuality, and make-up work?

3. To what extent are you being involved in the resolution of student conflicts?

4. Are you a member of a committee which formulates policy regarding recruitment and admission to the reading program?

5. Are you responsible for the selection of materials use in the reading program?

6. To what extent are you involved in the evaluation of the program?

Responses to these and other questions revealed that a much higher per cent of both High School and College reading teachers were presently involved in the decision making process than in previous years. This was attributed perhaps to negotiations in which teachers at both levels have been heavily involved. One exception to teacher involvement was seen, however, in responses to Question 2 relative to attendance. It appears that almost universally, the administrative group devises the regulations and mandates in this matter. High school reading teachers, nevertheless, showed a much lower per cent as being involved in this activity than did college reading teachers.

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Professional Reading Teachers In Bureaucratic Organizations

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For decades, organizational theorists have given much attention to the role of the professional employed in bureaucratic organizations. Such questions as: What is a professional? What is a bureaucratic organization? What bureaucratic rules are counterproductive to professionals? What common goals are shared by both the professional employed and the bureaucratic organization that employs one? What are the distinguishing features of professionals in bureaucratic organizations as compared to non-professionals.

Teaching has been called by such experts in education as Howsam, Corrigan, and Nash (1976) a semi-profession mainly because unlike the true profession of medicine or law, teachers cannot yet control certification or licensing, nor can they directly influence

accreditation of professional training programs for teachers, censor or dismiss those guilty of misconduct. Nevertheless, a frantic struggle by teachers in public school and college to make teaching a true profession continues with the help of negotiators, the National Education Association (NEA), the American Association of University Professors (AAUP), and other organizations.

What is a professional? Good (1959) defines a professional as one who has attained a specialized competence, attitudes, and recognition that characterize his profession. If one were to accept this definition, the International Reading Association (IRA) has perhaps influenced the greatest number of teachers to become professionals in reading through its nation-wide circulation of what it considered academically feasible as preparation for the positions of reading teacher, reading specialist, reading consultant, supervisor, and/or coordinator. In addition, IRA developed a code of ethics for the professional reading teacher, which is a must for any profession.

For a definition of a bureaucratic organization, the writer again alludes to Good (1959) who states that a bureaucratic organization is one which contains a type of control, direction, and management which demands uniform and mechanical standardization. Presthus (1962) amplifies this definition by giving the following characteristics:

1. Administrated by generally stable and comprehensive rules;
2. Hierarchy with levels of graded authority;
3. Administered by expertly trained, full-time officials;

4. Fixed and official jurisdictional areas, regularly ordered by rules; and

5. Administration based upon written documents.

Both public schools and colleges, then, are bureaucratic organizations structurally and functionally, and the so-called professional reading teacher employed by them is one of their captives. As regards number one, for example, a key rule in public schools concerns compulsory attendance and is almost nation-wide in its enforcement. At post-secondary levels, some regulations concerning attendance are in effect as well, although these may vary from institution-to-institution.

With reference to number two, Umans (1962) points out that the hierarchy within the educational structure of public schools depends very much on the size of the school district. When it is small, administrative responsibilities may be combined under the direction of one superintendent. In a large district, however, responsibilities are usually distributed among a number of superintendents and supervisors throughout the system with varying titles and levels of authority ranging from classroom teacher, special reading teachers, reading consultants, coordinators, supervisors, principals, to superintendents. By definition, these persons may be regarded as professionals.

At the college level a hierarchal structure also exists as seen within faculty ranks (instructor, assistant professor, associate professor, and full professor) as well as in the organizational unit, and one would add insult to injury by challenging the professional stance of either position regardless of rank. No matter how firmly

negotiations are established in either public schools or colleges, in reality, the bureaucratic hierarchy exists, and throughout the ranks, there is a preponderance of full-time certified or qualified officials such as Reading Supervisors, Coordinators, Consultants, or Counselors.

With reference to number four, clearly ordered jurisdictional areas are in effect at all levels in schools and colleges, each with rules and regulations. Representative areas of specialization in reading include remedial reading, developmental reading, and clinical procedures, each with teaching and administrative functions.

Regarding number five, the bureaucratic organization is not a haphazard operation. It is big business with a written document as the word (faculty handbook), and whether this document is the result of a cross-sectional organizational effort or the product of a small group of top administrators, it encompasses the guidelines, schedules, job descriptions, organizational charts, procedures and instructions, and delineates tasks of those who function within the organization.

Robert Merton (1957, pp 214-215), the sociologist, goes a step further to state that "bureaucratic organizations are instruments of socialization which spin a web of values and expectations whose formative influences few individuals can escape." Hoy and Reece (1977), for example, found through the use of the Work Environment Preference Schedule (WEPS), Pupil Control Ideology (PCI), and the Rokeach Dogmatism Scale with 112 student teachers in southwest New Jersey that they had been well socialized into the bureaucratic school situations. They were custodial in their control of students,

dogmatic in the way they believed, and bureaucratic in their work orientation. The findings led Hoy and Reece to conclude that until the organizational structure of most public schools and their patent emphasis on bureaucratic procedures and control is changed, very little success can be realized in on-campus theoretical teacher education programs. But, can the pot call the kettle black?

The Uniqueness of Academe and the Academician

While academic institutions are indeed bureaucratic by historical perspective, hierarchal structure, and governing practices, they have some unique and distinguishing features from those of other organizations and their employees, as for example, in the military, in business, and industry. Contrasts in the bureaucratic and professional employee principles of organization as seen by Corwin (1965) include the following:

1. Standardization - Routine of Work--Professional employees expect stress on the uniqueness of clients' problems, while bureaucratic employees expect emphasis on uniformity.
2. Specialization - Basis of Skill--Professional employees stress skill based on monopoly of knowledge, while bureaucratic employees expect stress emphasis on skills based primarily on practice.
3. Authority - Basis of Authority--Professionals stress loyalty to professional organizations, associations, and clients, also authority from personal competence, while bureaucratic employees expect emphasis on loyalty to the organization, superiors and authority from office position.

These differences may be evident in the largest and/or oldest and most prestigous institutions, or in institutions where negotiations are on the table. However, they are goals only to be desired by employees in the majority of public schools and colleges around the country. In many predominantly Black schools, professional reading teachers are still trying to wrestle constitutional credibility into teacher freedom from dictatorial administrators. Eventhough there is no form of disloyalty involved, professional teachers must still suppress their own free expression, or be cited as insubordinate or trouble makers.

Bryson (1975) explored the question: Must teachers shed their constitutional rights at the schoolhouse gate and found that the historic battles fought against the backdrop of the 1st, 5th, and 15th Amendments by courageous teachers and students have merited them academic freedom and due process as fundamental in American public education.The truth is that each case must be brought before the courts individually, and most teachers are impatient with the painfully slow judicial process. Therefore, they complain among themselves, and become less and less innovative. If the accusations in Jones'(1973) Uncle Tom's Campus are indeed valid, small Black Colleges are exceptions to the contrasts as presented by Corwin (1965).

Another view of the uniqueness of academic organizations, however, is presented by Shull (1970) who says that academic institutions process ideas, not people; call for higher autonomy of task units and greater technological variety than most other bureaucratic organizations. Additionally, they are pluralistic rather than individualistic in nature. Their purposes, objectives, and functions are broadly defined and

tend not to be formally operationalized by the administrative system, except in the reward system; and organizational slack has been permitted or tolerated by the administration for the encouragement of innovative endeavors. One might add, however, that unless innovations are financially supported by some outside agency, nothing seems to happen. The professional reading teacher teaches, adheres to the guidelines, his/her own course outlines; the consultant visits, conducts routine discussions, delivers a few materials from the office, and proceeds to the principal or the dean's office.

In discussing the uniqueness of the professional academician, Dykes (1968) maintained that the academician who wishes to attain a name for himself in his own field must increasingly become more concerned with research in his field. Therefore, his interests in the general goals of the school or college tend to wane. This would perhaps cause more acute problems in the other kinds of bureaucratic organizations. Bell and Stub (1972) concur with Bloland (1969) in asserting that academe and the academician were unique because of professional rank, status, and authority within the decision-making system of the faculty. They suggest that administrators of colleges exercise limited control over the faculty, and that the latter strongly resist any decisions by administrators and laymen which appear to encroach upon professional matters. This implies the existence of problem areas within the organization, a topic which will be examined presently.

Problems Related to the Integration Of Professionals In The Organization

Kornhouser (1963) and Dykes (1968) concur in the notion that nowhere is the problem of integrating the professional in the organization more pronounced than in the college or university. A few of the

contributing factors are:

Lack of Common Goals

A major problem is seen as the institution strives to establish some common goals for both the individual and the organization. Although both have a common orientation in their concern with knowledge in the broad sense, there is increasing divergence between the broad goals of the individual faculty members and the disciplines. Dobbs (1962) lamented the fact that a major effect of the growing specialization of professionals in post-secondary education has been to direct a person's vision away from the goals of the organization. Unlike the goals of the institution, which reflect those of the larger society, disciplinary goals and goals of the individual tend to be aloof from the outside world, focus on specialized scholarship, and are often of less immediate practical orientation. Reading programs in many schools and colleges are service oriented. Yet, before the professional can get settled in the job, she/he is called upon to serve on Committees which have little or nothing at all to do with reading problems. "Get involved. Know what the institution is all about." is the cry.

Organizational Reward System

Conflicting demands or incompatible demands on the individual may cause strain, stress, and anxiety. Hall and Lawler (1970) in their study of professionals found that working on a wide range of projects over a period of time, with no opportunity to get an in-depth feeling for any, was associated with low job challenge and frustration, the continuation of which may lead to dissatisfaction and withdrawal from the institution.

Inherent in the job pressure factor, however, is the struggle for status and prestige for its own sake. Professional reading teachers most certainly do not wish to stand alone and be left out of the reward system.

For college professors, teaching, research and publication, and service to the college community are generally considered the criteria for promotion in rank, salary increases, special citations, and awards. Structuring faculty roles within a reward system, then, poses a problem. Reading teachers must strive for status or rank lest they be ostracised as service staff only with no opportunity to compete for rewards.

Weakening of Expert Knowledge

How many professional teachers, consultants, supervisors, or coordinators have been able to keep abreast of the ever-flowing amount of new knowledge in the field of reading? How many attend reading workshops, visit other reading centers for ideas, or bring in demonstrators of new materials and equipment? If a reading teacher is unable to cope with the increasing knowledge about instructional materaisls or is unable to keep an up-to-date supply of materials, he, not the school or college is blamed. He may also find his sphere of competence easily challenged by his colleagues, and consequently fails to get a promotion in rank or salary and this may lead to unnecessary conferences, conflicts, and confrontations with superiors or colleagues.

Faculty Participation In Governance

Caplow and Reece McGee (1958) maintain that professional participation in the general operation of the organization is appropriate only for the mediocre professional and that highly competent faculty members shun involvement in institutional affairs. This position is amplified in a cynical statement by Nisbet (1966) as follows:

> The administration sometimes gets advice on curriculum, educational policy, and other vital matters from those whose chief qualification is availability rather than insight. (p. 22).

Nevertheless, faculty participation in governance is an idea whose time has come, whether the research-oriented reading professors like it or not. The big question that remains is in what form that participation will take in a given institution. Collective responses from faculty have not been uniform; i. e., some faculties are content sharing responsibility for decision-making within existing structures; others prefer a dual arrangement with a faculty senate and an outside agency.

If professional reading teachers can make most of their own decisions concerning their areas of work, they will have come a long way in the process. While various authors report one or two aspects of school programs relative to major questions posed in a recent questionnaire to professional reading teachers, one seems almost all inclusive in its explanation. Sally Berkey (1967) reported that Administrators at Centinela Valley Union Hill High School District in Southwest Los Angeles employed competent personnel, gave them the responsibility for setting up the reading programs, developing courses of study, selecting and ordering materials and equipment, training new teachers, setting up requirements for admission to the program, and evaluating the program. Since administrators believed and supported it, cooperation from the various departments was given the reading personnel. What price decision-making!

Data Collection and Discussion

A brief questionnaire was mailed in September to high school and college reading teachers in an effort to get a bird's eye view of their role in the decision-making process within their own programs. Likert-type categories of Never, Rarely, Sometime, Often, and Always were used. Seventy-four public school teachers and sixty-seven college/adult teachers responded to the questionnaire. The following major questions were asked:

1. To what degree do you perceive yourself as being involved in the development of academic policy for the reading program as regards courses and skills to be included?

2. To what degree do you perceive yourself as being involved in the determination of the limits of student behavior as relates to attendance, punctuality, and make-up work?

3. To what extent do you perceive yourself as being involved in the resolution of conflicts among students, students and faculty, or between students and administration?

4. Are you a member of any committee which formulates policy relevant to admission and recruitment of students to the reading program?

5. Were the materials used selected by you?

6. Who determines evaluation of the reading program?

With reference to Question One above, forty-six or sixty-nine per cent of the college group stated that they often participated in the formulation of policy regarding course offerings and skills to be included; while thirty-one percent of this group stated that they always participated. Of the public school teachers, twenty-three

per cent said they rarely participated, seventeen per cent rarely participated, and the majority or thirty-eight per cent said they often participated. Both groups stated that they should be involved in this activity, however.

With reference to the Second Question, thirty-one per cent of the college respondents stated that they rarely became involved, but two-thirds or fifty-five per cent stated that they were always involved. Of the public school group, twelve per cent stated that they were never involved, and seventy-eight per cent only rarely involved. A mere ten per cent or seven faculty members were always involved. It could be a decision left entirely to administrators in these instances. Both groups again stated overwhelmingly that they should be involved because they are apt to suffer if students are not present, or constantly enter the classroom late, or hand in make-up work as sloppy as the original. Teachers who hand in class roll books with a preponderance of student absentees are likely to be questioned. Thus, they might be able to suggest alternatives to regulations made by administrators and set forth in the Handbook or Catalog.

Question Three dealt with resolution of inter-personal conflicts of students. The majority of college reading teachers stated that they rarely became involved; yet almost one third of them said that they were often involved. Among public school reading teachers, an equal number or twenty-six per cent stated that they were rarely involved and also often involved in this activity, and thirty-five per cent stated that they were always involved in the resolution of conflicts. However, no one in this group felt that he should be involved.

and fifteen per cent of the college group stated that they should never be involved. Many conflicts arise over the problems of grading, promotion, classification, and placement decisions. The student is often penalized for his misbehavior or insubordinate behavior without having the opportunity to present his side. Bryson (1975) says that the 14th Amendment precludes denying students their rights to attend school by suspending them. Yet, if the school's educational function is to be performed, there must be a modicum of discipline and order (even to the point of excluding some for a few days). Reading teachers are cognizant of the low concept some students hold of themselves and of the negative attitudes these students have toward reading. They, too, are reminded by Erickson (1977) that not all disruptive students are in state or local Juvenile Correction Centers. Many are in our High School and College classes. They want to vent their hostility by constantly interrupting the teaching-learning process. The fact that no one in the public school group stated that he should always be involved in the resolution of inter-personal conflicts leads one to believe that discipline has become a major issue, one to be feared.

Question Four concerns admission and recruitment policies. Who makes them? If reading teachers are involved in the decision-making activities, one may be sure that their voices are strong in favor of admitting those who have the potential and are fairly stable emotionwise. They prefer an interview, when possible, to as to get the student's intentions. Does he really need the skills offered? Is he just wanting a free elective? Has he been referred? Reading classes

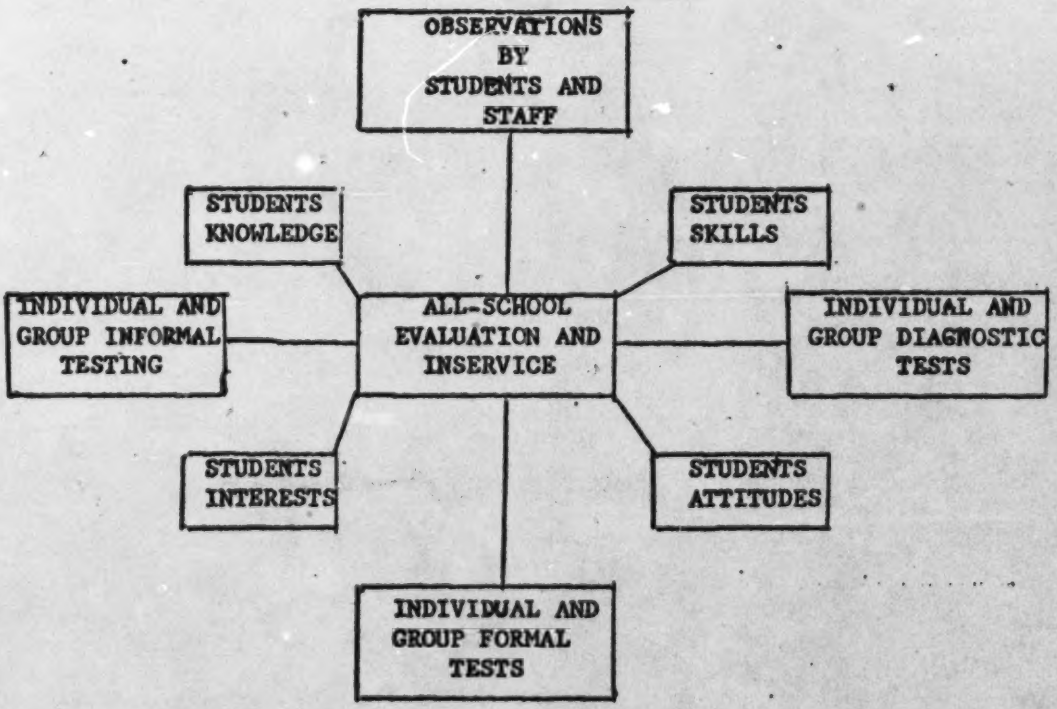
tend to vary widely in their recruitment and admission practices. Some are mandatory, prescribed, and whether one is a good reader or not, he must take at least one reading course. Others are open, voluntary, and non-credit. The more cooperation professional reading teachers have from the content area teachers, the greater are the chances that the reading program will flourish. Thus, the reading teachers are seemingly eager to serve on committees to discuss the problem of recruitment and admission. One hundred per cent of the public teachers stated that they would like to serve on a Committee to discuss this problem; while more than 90 per cent of the college reading teachers said that they would serve.

Question Five dealt with the selection of materials. In their section on Trends, the editors of Today's Education (1977) report that "Teachers Use, But Don't Choose, Instructional Materials." (p.10). In the brief article, the survey made by Educational Products Information Exchange (EPIE) on 12,000 teachers Grades K - 12 was said to reveal that 90 to 95 per cent of teachers' instructional time is used with print and non-print materials. However, almost fifty per cent of the teachers say they have no voice in selecting the materials, and of those who do, most spend less than an hour a year in selection. This is perhaps one of the reasons why teachers vote for and get "Negotiations." Responses to the Question by college reading teachers showed that seventy-seven per cent selected their own materials; while eighty-four per cent of public school reading teachers did so. Perhaps because reading

teachers are special and crucial in the educative process, they and their supervisors donot have much of a problem in the matter of selecting their own materials as do regular classroom teachers.

The final major Question concerned evaluation of the reading program. McDonald (1971) maintains that the administrator with the help of his staff should evaluate his reading program to discover areas of success or failure. He further holds that secondary school reading teachers are in a supportive role to the content teacher, and therefore, it is necessary to conduct an ongoing evaluation and in-service training program for all secondary teachers. Below is an

All School Evaluation and
Inservice Training



all school evaluation and inservice training scheme designed by

McDonald (1971, p. 557). It includes formal testing, teacher and student observation, informal testing, and diagnostic testing of students needs and abilities. Responses to the Questionnaire showed that eight-five per cent of the reading teachers and their supervisors in the public schools were involved in the evaluation of their reading programs. Thirty-eight per cent was by reading teachers alone. Others involved in the process were resource teachers, curriculum consultants, principals, and classroom teachers. At the college level eighty-six per cent of the reading teachers and their immediate supervisors were involved in evaluation of their programs. Sixty-four per cent of the evaluations were made by the reading teachers themselves. Others involved in evaluations were graduate assistants and students enrolled in the program. Further, suggestions for improvement were made by those involved in the program in both public schools and colleges, a tremendous change since negotiations.

Summary and Conclusions

Although it would place a tremendous burden on reading teachers to handle as many aspects of their programs as were shown in the Sally Berkey program, those who want to control the decision making process must structure their priorities and solicit the help of their colleagues as often as necessary. McDonald (1971) cautions that reading centers in secondary schools will be isolated from the main stream of education unless content area teachers participate in the program. College professors should also take heed because reading centers are designed to help students get through their college courses. Administrators are responsible for all units under their custody. It stands to reason, then, that they must be consulted and kept abreast of the total reading program, though the professional reading

teacher may be given a free hand in making all important decisions.

Richard Scott (1966) points out four areas of conflict and tension between the professional and the organization: "Since the professional has learned the skills to perform an entire task, . . . he (1) resists bureaucratic rules, (2) rejects bureaucratic standards, (3) resents buresucratic supervision, and (4) offers only conditional loyalty to the bureaucracy."(p.269) Scott further comments, however, that when professionals join an organization, by contract, they are accepting the rules and regulations of the organization, and their disloyalty constitutes a breach of promise or code of ethics, which often is a cause for judicial decisions to be made in favor of the organization.

Since organizations are more and more coming to realize that their goals are associated with the accomplishments of individual professionals within them, the bureaucracay must invest enough authority within these professionals to stimulate initiative and autonomy without stifling either the students, teachers, or the organization. The public school and college bureaucracies are among the most powerful phenomena of our time. In considering how to better cope with them in any effective manner, administrators will need to plan large scale reorganizations of subsystems and provide each unit some measure of autonomy and academic freedom, while at the same time reminding each unit that there will be a measure of overall control to keep the organization moving toward its goals. The professional reading teachers,too, will learn over time that their individual styles whether rationalistic, autocratic, professional, paternalistic, laissez-faire, custodial, or one of human relations may need reevaluating in order to remain employed in an organization.

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APPENDIX

PROFESSIONAL READING TEACHERS IN BUREAUCRATIC ORGANIZATIONS

Summary of Responses to Questionnaire

1. Name:

	Listed	%	Not Listed	%	Total	%
Public Schl.	63	85	11	15	74	100
College/Un.	51	76	16	24	67	100
					141	Respondents

2. Type of Institution:

	No. Q's Mailed	Ret.	%
Public School	125	74	59
College/University	125	67	53

3. Highest Degree Held By Respondents:

	B. A.	M. A.	Doctorate	Total
Public Schl.	12	58	4	74
College/Univ		9	58	67

4. Title of Immediate Supervisor:

Public School	
Reading Coordinator	21
Director Reading Serv.	18
Reading Specialist	13
Principal	10
Reading Supervisor	7
Classroom Teacher	5
	74

College/University	
Reading Coordinator	27
Director Reading Service Center	7
Division Chairman	6
Instructor	6
Head English Dept.	4
Reading Head	4
Prof. of Education	3
Prof. of Reading	3
Assoc. Professor	1
Chair person Lang.Arts	1
Academic Dean	1
Director Freshman Studies	1
Director Communication Skills Center	1
Director Reading & Study Skills Center	1
Dir.Learning Resource Center	1
	67

5. Number of Teachers on Reading Staff

Number	Public School	College	Total
1+	43	8	51
2+	10	3	13
3+	18	16	34
4	2	7	9
5+		12	12
6+		12	12
7	1	5	6
8		3	3
12		1	1
	132	281	413

6. Reading Teachers Involved in Policy Formulation (Courses, Skills)

	Never	Rarely	Some	Often	Always	Total
P.S.		17 - 23%	3 - 17%	28 - 38%	16 - 22%	74 -100%
C/Un.				46 - 69%	21 - 31%	67 -100%

7. Reading Teachers Perceiving That They Should Be Involved In The Policy Formulation (Courses, Skills)

	Never	Rarely	Some	Often	Always	Total
P.S.				21 - 28%	53 - 78%	74 -100%
C/Un				12 - 18%	55 - 82%	67 -100%

8. Reading Teachers Involved in Determining Limits of Student Behavior (Attendance, Punctuality, Make-Up Work)

	Never	Rarely	Some	Often	Always	Total
P.S.	9 - 12%	58 - 78%			7 - 10%	74 -100%
C/Un		21 - 31%		8 - 14%	37 - 55%	67 -100%

9. Reading Teachers Perceiving That They Should Be Involved In Determining Limits of Student Behavior (Attendance, Punctuality, Make-Up Work

	Never	Rarely	Some	Often	Always	Total
P.S.	3 - 4%			14 - 19%	57 - 77%	74 -100%
C/U	5 - 8%			11 - 16%	51 - 76%	67 -100%

10. Reading Teachers Involved In Resolution of Students' Inter-Personal Conflicts

	Never	Rarely	Some	Often	Always	Total
P.S.		19 - 26%	10 - 13%	19 - 26%	26- 35%	74 - 100%
C/U		30 - 45%	5 - 8%	23 - 34%	9- 13%	67 - 100%

11. Reading Teachers Perceiving That They Should Be Involved In Resolution Of Students' Inter-Personal Conflicts

	Never	Rarely	Some	Often	Always	Total
P.S.		30 - 40%	23 - 31%	21 - 29%		74 - 100%
C/U	10 - 15%			40 - 60%	17 - 25%	67 - 100%

12.a. Reading Teachers on Committee For Recruitment and Admission To Program

Public School Committee Title	No.
Secondary Rdg Tchrs Committee	31
Reading Staff Committee	18
Remedial Rdg Tchrs Committee	16
Inter-Schl Rdg Committee	8
	73
No Committee, but work with Rem Rdg Tchrs, Coord & Counselors	1
	74

College/Un. Committee Title	No.
Reading Educ. Committee	19
Basic Studies Committee	10
Freshmen Studies Committee	10
English Dept. Committee	8
Counselling Committee	6
Gen. Admissions Committee	5
Orientation Committee	5
Educational Policy Com.	2
	65
I am responsible for this.	1
No Com.Needed. Rdg Staff Has Responsibility	1
	67

b. Reading Teachers Expressing Willingness to Serve on Committee For Recruitment and Admission To Program

	Yes	No	Total
Public School	74 - 100%		74 - 100%
College/Univ.	61 - 91%	6 - 9%	67 - 100%

13.a. Reading Teachers Using Specified Basic Instructional Materials

	Yes	No	Total
Public School	69 - 93%	5 - 7%	74 - 100%
College/Univ	61 - 91%	6 - 9%	67 - 100%

b. Reading Teachers Selected Specified Basic Instructional Materials

	Yes	No	Total
Public School	63 - 84%	11 - 16%	74 - 100%
College/Univ.	52 - 77%	15 - 23%	67 - 100%

14.a. Number of students in classes ranged from 7 to 35 in public schools; and 10 to 40 in colleges.

b. Instruction is based on:

	Public School	College
*Group Needs	30	17
*Individual Needs	36	31
Predeveloped Outline	8	19
	74	67

*Some combinations were listed.

15. Methods of evaluation of Reading Program Are Determined By:

	Reading Teachers	Chrm/Coord. Supervisors	Others*	Total
P.Sch	28 - 38%	35 - 47%	11 - 15%	74 - 100%
C/Un	43 - 64%	14 - 21%	10 - 15%	67 - 100%

*Others in P.S.: Curr. Consultant, Principal, Classroom Teachers
Others in C/Un: Grad. Assistants, Students

16. Suggestions for Improvement By Students Are Made By:

	Reading Teachers	Chrm/Coord. Supervisors	Others*	Total
P.Sch	49 - 66%	15 - 20%	10 - 12%	74 - 100%
C/Un	41 - 61%	20 - 30%	6 - 9%	67 - 100%

*Others in P.S.: Counselor, Resource Teacher, Principal
Others in C/Un: Reading Counselor, Students